

DOCUMENT RESUME

ED 462 527

UD 034 837

TITLE Colloquium on HIV/AIDS and Girls' Education. Proceedings (Washington, DC, October 25-26, 2000).

INSTITUTION Agency for International Development (IDCA), Washington, DC.

SPONS AGENCY Academy for Educational Development, Washington, DC.

PUB DATE 2000-00-00

NOTE 33p.; Produced by the SAGE project. Funded under the G/WID WIDTech Activity with Development Alternatives, Inc.

CONTRACT FAO-Q-07-96-90006

PUB TYPE Collected Works - Proceedings (021) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS *Acquired Immune Deficiency Syndrome; *Comprehensive School Health Education; Elementary Secondary Education; *Females; Gender Issues; Government Role; *Health Promotion; Sex Education; *Womens Education

IDENTIFIERS Risk Reduction

ABSTRACT

This document presents a summary of a colloquium that focused on the threat the HIV/AIDS epidemic poses to education systems and to girls' access to and completion of education. The colloquium examined how girls' education might be used to mitigate this impact. The meeting involved nearly 200 people from academic institutions, nongovernmental organizations, multilateral development agencies, and the private and religious sectors who examined the latest evidence on the consequences and impact of the epidemic and formulated an action agenda. On the first day, participants reviewed evidence from recent studies and discussed such themes as changing what girls and boys are taught and how they think about each other, mobilizing political will to formulate innovative responses to the problem, and encouraging development agencies to take the multisectoral approach. On the second day, participants discussed categories of actions that could be encouraged to help countries deal with HIV/AIDS, including actions at the local level (e.g., supporting schools, families, and communities); actions at the country level (e.g., strengthening governments' ability to generate dialogue with their populations); and actions that funding and implementing organizations could take (e.g., flexibility in how funding agencies conduct policy dialogue). A list of participants and contact information is included. (Contains 18 references.) (SM)

Colloquium on HIV/AIDS and Girls' Education

ED 462 527

JD034837



PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL HAS
BEEN GRANTED BY

M. Rihani

Academy for Educational
Development
TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

1

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- ☒ This document has been reproduced as
received from the person or organization
originating it.
- ☐ Minor changes have been made to
improve reproduction quality.
- ☐ Points of view or opinions stated in this
document do not necessarily represent
official OERI position or policy.

USAID



2

Colloquium on HIV/AIDS and Girls' Education

25-26 October 2000

U.S. Agency for International Development
Bureau for Global Programs, Field Support, and Research
Office of Women in Development
1300 Pennsylvania Avenue, NW
Washington D.C. 20523-3801

We must make sure that girls have the skills, the services, and the self-confidence to protect themselves.

UN Secretary General Kofi Annan

Young people are motivated and eager to contribute in the fight against HIV/AIDS, and schools are well placed to provide them with information, develop their life skills, and facilitate their involvement in their own communities to prevent infection and provide care for children and families affected by HIV/AIDS.

UNICEF Executive Director, Carol Bellamy

Contents

7	Introduction
8	Background and purpose
9	Day 1: Reviewing the evidence: Voices from the field
16	Day 2: Framing an agenda for action
19	Agenda
21	Selected bibliography
23	Participants

Key issues

- HIV/AIDS threatens to undermine the substantial progress made in increasing girls' access to and completion of basic education
- In addition to its many other benefits, girls' education is a critical mitigating force, because through education girls gain strong identities, develop knowledge and life skills, acquire the means to support themselves, and as women take better care of their own families
- By helping girls overcome the effects of HIV/AIDS and supporting them to gain access to and achieve higher levels of education, families and communities support their own well-being as well as national development

Key action agenda items

Three general categories of actions can help countries deal with HIV/AIDS: actions at the local and country levels and actions for funding and implementing organizations.

- Recommended actions at *the local level* include supporting schools, families, and communities to be better informed and more engaged in addressing HIV/AIDS and its effects
- Recommended actions at *the national level* include strengthening governments' ability to generate dialogue with their populations, initiate actions at local and regional levels, and plan and coordinate national efforts
- Recommended actions for *funding and technical implementation organizations* include increasing flexibility in the way funding agencies conduct policy dialogue and manage and fund their programming

Proceedings of USAID's Colloquium on HIV/AIDS and Girls' Education

Introduction

The ability of governments to improve educational access and quality as school age populations—and social expectations—grow has been questioned, not only by numerous studies but by governments themselves. Perhaps in recognition of these limitations, governments are increasingly seeking to form partnerships with organizations from nontraditional sectors such as civil society, business, media, and religion to help them achieve their mandate to educate all children. The U.S. Agency for International Development (USAID) created this “multisectoral approach,” and has enthusiastically embraced it in many of its programs, especially in basic and girls’ education.¹ In girls’ education, USAID’s approach focuses on building cross-sectoral partnerships to generate local resources and deliver social and technical programs that support increased enrollment, retention, and completion. The belief behind the multisectoral approach is that sustainable improvements most likely come from programs that are locally developed and financed. USAID believes that such programs have a greater potential than others to be sustained when they are culturally appropriate and thus able to generate broad local ownership.

USAID is successfully applying the multisectoral approach to girls’ education in five countries around the world, with plans underway to expand to three more in 2001. Results since the project’s inception have been both dramatic and exciting. Now, however, as these and countless other efforts to increase the amount and quality of basic education are bearing fruit and the goal of the 1990 Jomtien conference to achieve basic education for all is within sight, the worldwide HIV/AIDS pandemic is threatening to stall, or even reverse, these gains. Governments, education ministries, and schools are already beginning to suffer catastrophic losses of cadres of professionals as well as of the parents and farmers charged with preparing and sustaining the next generation to lead nations forward. Without an immediate and coordinated response, the situation promises only to become worse.

While some may advocate shifting into a “crisis-response mode,” dramatically shifting the direction and focus of programming, others reaffirmed the need not to be alarmist but to continue with what works well. What is needed, they suggested, is to intensify and extend efforts to address issues multisectorally, especially those that have not been addressed through conventional funding streams and traditional sector service delivery. In addition, from this point forward, all of our activities must reflect a consciousness of both the need to achieve basic education for all girls and boys and to mitigate the impact of HIV/AIDS. Some examples and suggestions for how this may

¹Another understanding of the multisectoral approach—also called the intersectoral approach—refers to interagency and interdonor coordination to tackle a specific development problem. This idea is described by Ishrat Husain’s in her presentation, beginning on p.9.

be done are explained in this publication, and a selected bibliography at the end points readers to other promising approaches.

This colloquium focused on the threat the HIV/AIDS epidemic poses to education systems and to how girls' education might be used to mitigate this impact. The consensus of participants was that in addition to its many other private and public benefits, girls' education is a critical mitigating force. To obtain an education, a girl attends school; there she will gain a strong identity, develop knowledge and life skills, acquire the means to support herself economically, and thus develop the capacity to advance—and defend—herself intellectually, emotionally, and physically. There are surely other interventions that can mitigate the effects of this crisis, but few appear to combine so many obvious advantages as approaching the problem through basic and girls' education efforts, an approach that involves all citizens of a nation in the endeavor to ensure their social and economic survival and wellbeing.

Background and purpose

The world's attention is increasingly focused on the devastating effects of HIV/AIDS, particularly in Africa. However, the discussion has rarely featured an assessment of the effects of HIV/AIDS on girls and girls' education, nor the potential of girls' education to mitigate HIV/AIDS. Research over the past decade consistently shows that girls' education, particularly at the primary and lower secondary levels, is one of the most productive investments that a society can make in terms of its social and economic development. Unfortunately, the significant gains that have been made in girls' school enrollments over the past decade are being eroded by the multiple effects of HIV/AIDS on families, communities, and education systems.

On October 25–26, 2000, the Office of Women in Development in the U.S. Agency for International Development (USAID) sponsored the “Colloquium on Girls' Education: A Key Intervention Against HIV/AIDS and Its Effects?” in Washington, D.C. The meeting was organized for nearly two hundred participants from academic institutions, NGOs, multilateral development agencies, and the private and religious sectors to examine the latest evidence on the consequences and impact of the epidemic, share experience and ideas, and begin formulating a pragmatic “action agenda” to combat the effects of the epidemic while promoting increased access to quality education for girls.

Day 1: Reviewing the evidence: Voices from the field

Edith Ssempala

Edith Ssempala, the ambassador from Uganda to the United States, began the first day's discussion with an affecting account of her country's traumatic experience with HIV/AIDS. Ssempala said that Uganda by necessity was a pioneer in the fight against AIDS, having recognized it as long ago as the 1980s as a "national security threat." According to the ambassador, Uganda's most effective—as well as most available—weapon was education. As a result of massive formal and nonformal education campaigns, "everyone in Uganda knows how HIV is transmitted and how infection may be avoided," she said.

The ambassador also pointed out that Uganda has made strides toward destigmatizing the disease and that "people are coming to see it not as a moral issue, but rather as a health issue." Girls' education is completely integrated into Uganda's plan of attack, Ssempala remarked, "not only as a matter of human rights, but because it makes economic sense" in a country whose population is more than 50 percent female. Girls' primary school enrollments took a giant leap forward in 1996 with the advent of President Museveni's policy of free "universal primary enrollment." Under this policy, each family may send up to four children to school, but two must be girls. There are many advantages of enrolling girls, noted Ssempala. First, it lessens the danger of the "tendency of older men to take advantage" of them. Education also increases girls' self-esteem and confidence, not only to say no to the pressure to engage in risky behaviors, but to "give [them] confidence and hope for their future." Finally, education "empowers girls and women to take better care of their families." Uganda is a lesson to the rest of the world, Ssempala concluded, in that a focus on girls does not disadvantage anyone—"what we are really saying is to focus on all children."

Ishrat Husain

Ishrat Husain, senior technical advisor on HIV/AIDS in USAID's Africa Bureau, provided an overview of USAID's "multisectoral" approach to the problem. Husain said that USAID was relatively early among development agencies to recognize the threat, having published the seminal *Children on the Brink* in

Estimated needs and available funding for HIV/AIDS prevention and care in sub-Saharan Africa, FY2000 (\$US billions)

	Funding needed	Funding available or committed			
		USAID FY2000*	Other USG** funding	Non-USG funding***	Gap
Prevention	1.2-2.0	.099	.034	.425	.7-1.6
Care	1.8-2.9	.035	—	.075	1.7-2.8
Totals	3.0-4.9	.134	.034	.500****	2.5-4.4

* USAID worldwide HIV spending is \$200 million in FY2000.

** Centers for Disease Control

*** Includes all donors, lending agencies, and host-country public sector, but does not include foundations or personal out-of-pocket expenditures.

**** Of this total, approximately \$415 million is funded through developed-country grants and loans, and \$85 million by host-country governments, primarily for in-patient care costs.

1997, and since having developed “assessment toolkits” for all sectors and holding consultative meetings on HIV/AIDS as a “development crisis.” USAID also has developed a framework for the multisectoral approach and groups have formed to incorporate responses to the crisis within their workplans. The education sector has made the most progress, Husain said, especially in southern Africa and in countries such as Zambia, Benin, Malawi, and Ethiopia where activities to support girls’ and other vulnerable children have been emphasized in education activities. USAID’s multisectoral model mobilizes community support for caring for and supporting vulnerable children while training staff in education and finance ministries. Husain strongly urged participants to help “scale up these small efforts,” noting that the shortage in commitments of resources, while large, could be easily overcome if the political will to do so were developed. Husain suggested that participants develop arguments that articulate the long-term development benefits of making the mitigation of HIV/AIDS through education a development priority.

Coming to grips with the crisis: Findings from recent studies

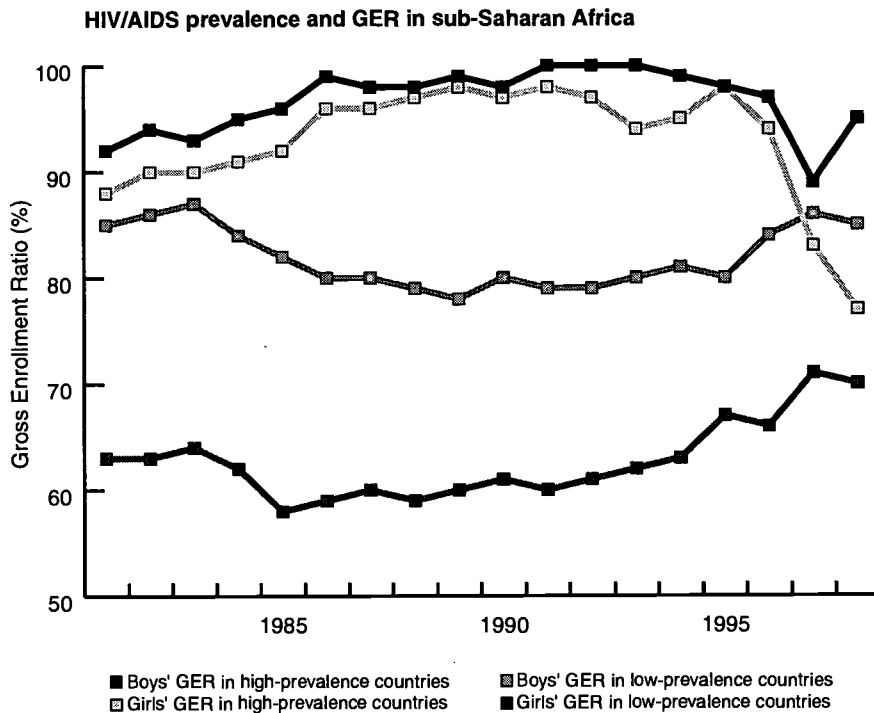
Kjell Enge

Dr. Kjell Enge, professor of applied anthropology at Dickinson College, presented preliminary results of a study that demonstrates how the epidemic may affect indicators related to girls’ education. The data—taken from a larger study of the effects of crisis in ninety countries that have received development assistance since 1970—show the effects of crises on girls’ education, including economic crises, natural disasters, epidemic diseases, and internal conflicts. The education indicators include those that are most widely available from country to country (though the quality of data is variable) including gross enrollment rates, completion rates through grade 5, gross intake ratios, transition to secondary school, and pupil-teacher ratios. The researchers divided the thirty-eight sub-Saharan African countries considered in this report into two groups, those with high and those with low prevalence of HIV/AIDS infection (“high” was designated as 11 percent or higher, as half had rates above and half below this number). The prevalence rates were then compared to the education indicators to determine whether there were significant relationships. Some of the results were as follows:

- GERs² for females appear to decrease as HIV/AIDS infection rates rise
- No correlation could be found for completion rates
- Pupil-teacher ratios, surprisingly, appear to improve as infection rates rise, that is, class sizes become smaller
- Transition rates did not correlate significantly

²The Gross enrollment ratio, or GER, is the total number of students enrolling in school, regardless of age, expressed as a percentage of the official school age population. The net enrollment ratio, or NER, is the percentage of the official school age population that attends school. Thus, the NER differs from the GER in that it excludes over age and under age students.

- For “apparent gross intake” (the number of children of any age that enter grade 1), there was a strong downward trend in the demand for education for both girls and boys—but more so for girls—as infection rates rose



The researchers then examined the change in the mean of these indicators during the 1990s in high- versus low-prevalence countries to see whether any of these differences were significant. They concluded, among other things, that:

- The mean change in the GER in low-incidence countries was significantly different for both girls and boys (but somewhat larger for girls); the same was true for net enrollment rates
- The mean change in apparent girls' intake ratios was also significant; this was not so for boys

Finally, the researchers looked at the percentage of countries with an overall decline in education indicators to see if the decline correlated with infection rates. Indeed, over half of the high-prevalence countries had decreases in these indicators, but relatively few of the low-incidence countries had similar decreases.

Enge concluded by suggesting that the study shows that the HIV/AIDS pandemic is “beginning to have an overall effect on education indicators.” Extrapolating from the currently available data, Enge said the study provides some indication of the growing magnitude of the problem. If the study's projections are borne out, the numbers of children that will be affected could be massive.

May Rihani

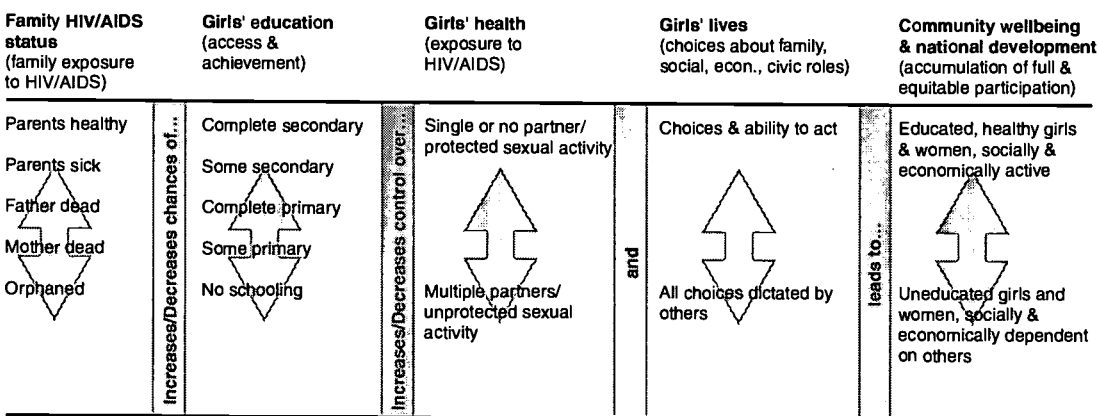
May Rihani, director of USAID's SAGE (Strategies for Advancing Girls' Education) project, summarized the results of research she and her colleagues at the Academy for Educational Development conducted on ways to address the HIV/AIDS crisis through girls' education. Rihani said that the effects of HIV/AIDS on girls' families shape their ability to gain access to educational opportunities. For example, when parents become sick or die, girls are much less likely to attend or complete school as they take over the duties of running the household and raising their younger siblings. Conversely, girls who gain access to quality educational systems are more likely to gain control of their own health and life prospects. As girls achieve higher levels of education and maintain their health, they increase their control over their life choices and can obtain the benefits of their education, including increased stature, income, and improved health for their families and children.

In helping girls overcome the effects of HIV/AIDS and supporting them to gain access to and achieve higher levels of education, families and communities are also supporting their own wellbeing as well as national development. As the effects of HIV/AIDS continue to grow in many countries, the mobilization needed to support girls' education becomes even more urgent, not only for reasons of equity, but for reasons of national survival.

Rihani summarized examples of interventions that could take place within schools and communities and discussed how these interventions would interact in a "girls' education and development index."

- Examples of *school-based interventions* that can mitigate the advance of HIV/AIDS include providing accurate information about HIV/AIDS; emphasizing behavior that reduces risk; increasing girls' and boys' analytic skills; providing access to practical information for making better life decisions; fostering a culture that values girls, their education, and the benefits of education that accrue to families, communities, and nations; and helping build a skilled labor force to fill the gaps created by HIV/AIDS. Other school-based interventions that can mitigate the

Girls' education and development index



effects of HIV/AIDS include helping students cope with illness, providing knowledge and leadership to reduce the stigma of HIV/AIDS and to care for those who are infected, and emphasizing the importance of learning as a strategy to maintain the quality of family and community life.

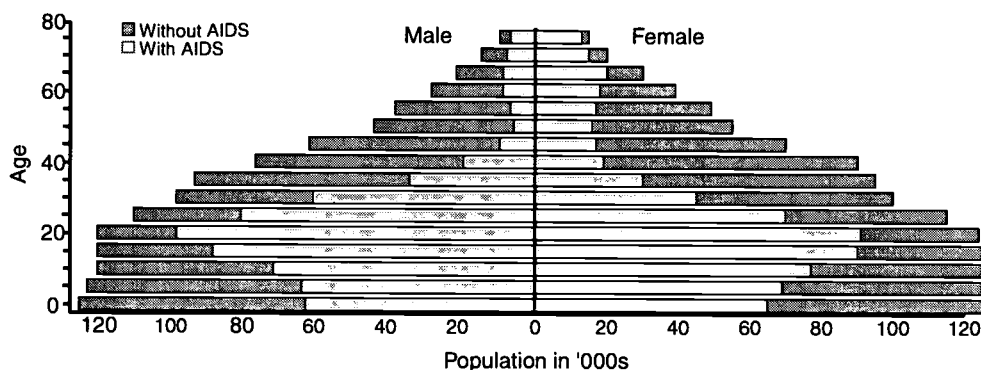
- Examples of *community-based interventions* include developing and disseminating appropriate messages with CBOs and community leaders about HIV/AIDS to strengthen the linkages with school, and training elected and traditional leaders to strengthen the political will to increase resources for girls' education. Other community-based interventions include transforming the school into a community center where the school-community committee can meet to discuss, identify, and deliver immediate solutions for emergent needs as a result of increased infections and mobilizing different sectors and stakeholders to continuously raise the public dialogue at the national and community levels about HIV/AIDS and girls' education.

Alan Whiteside

Professor Alan Whiteside, Director of the Health Economics and HIV/AIDS Research Division of the University of Natal, Durban, South Africa, presented results of his research estimating the short- and long-term effects of HIV/AIDS in southern Africa. Explaining his own reasons for attending the colloquium, Whiteside said, "I am scared by this unimaginably large, long-term crisis, ...and privileged to have the education, the ability to travel, and an environment and resources that allow me to think about things. With this privilege, however, comes the responsibility to come up with ways to mitigate the effects and prevent the spread of the crisis." Whiteside cautioned participants that the epidemic is difficult to predict, but that only in Uganda have rates of new infections begun to decline. "The reality is that we need to reach young people more than people over age 20," as young people have lower rates of infection, and are more open to making the necessary behavioral modifications. This presents us with a window of opportunity of about eight years to "save" young people from the epidemic, Whiteside said.

Turning to the impacts caused by HIV/AIDS, Whiteside predicted that in South Africa, the effects would be severe and include increased stress on the health system, large numbers of orphaned children, lack of space in cemeteries, school systems that cannot supply enough trained teachers, increased death rates, and increased crime. The extent of these changes, while unknown, is likely to be large, he said. "In short, the human resources to deal with all these problems will be stretched thin." Whiteside predicted that the effects on households would be the most immediate as well as severe as incomes fall and demand for support services—for childcare, medical care, etc.—increases. He predicted that the macroeconomic impact, however, would manifest more slowly and be less severe. For the private sector the demand for benefits will increase, payroll costs will rise, but overall benefit levels will probably decrease. In addition, there will be the costs of increased absenteeism, decreased worker productivity, and possible market contractions as the numbers of wage earners begin to decline.

Projected population structure for Botswana in 2020, with and without AIDS



Whiteside ended his presentation by recommending that participants take the long-term view, and place very strong emphasis on girls' education as a key intervention. Not only should girls be enrolled in school in greater numbers, but curricula should incorporate human rights, the rule of law, and finance with emphasis on how these subjects affect girls and women. Schools should be made safe for girls as well, Whiteside advised—they should not be seen as “risk settings” where girls can be sexually harassed by their peers or teachers. Finally, Whiteside recommended working toward a “social transformation,” that is, “to work on increasing the value of girls held by society.”

Discussion themes and highlights

Change what girls and boys are taught and how they think about each other

A common refrain in the discussions was that what girls are taught—at school and at home—should change to give them effective control over their lives and household resources. Participants recommended that the subjects taught to children, both girls and boys, “must be relevant to the most important issues of their lives” and equip them to address health, social, and economic issues with accurate, practical information. Often missing in curricula and educational materials is the value of the girl as a respected individual who should not be harassed, imposed upon, or mistreated. Educational materials have to be relevant and respectful of the basic rights of each girl and boy.

A corollary observation was that boys' and men's attitudes and behavior toward girls must also change. Why is it, then, some participants wondered, that teachers, the most critical element of education systems, are perceived as threats to girls? Several hypotheses were proposed. For example, most rural teachers are male, young, relatively well-educated, and economically better off than the majority of the villagers, and represent a figure of authority in the village that girls look up to or are intimidated

by. Another hypothesis was that rural male teachers are generally quite mobile (due to their higher incomes), and generally are the most “disconnected” from the communities they serve (originating as most do from other areas), and may not feel a strong obligation to abide by community norms. Finally, married teachers are often posted far from their spouses, and so may be tempted to enter into sexual relationships with local women.

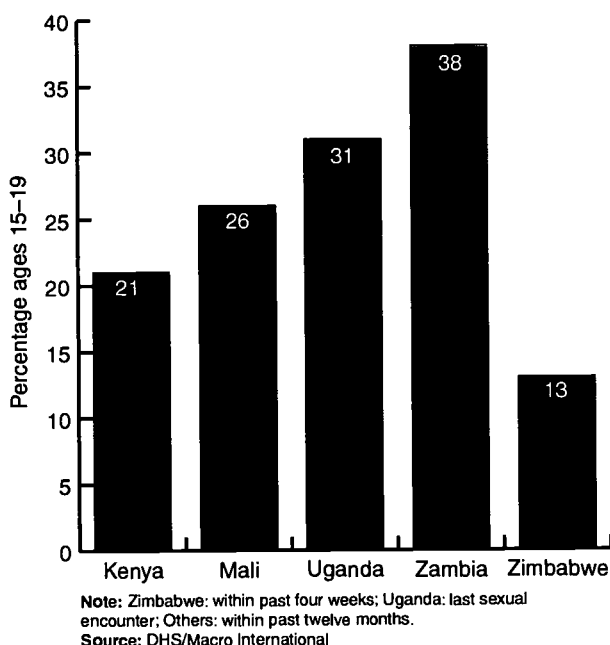
Mobilize political will to formulate innovative responses to the problem

A second theme that emerged was that political will must be mobilized to overcome resistance to addressing the HIV/AIDS problem. However, this may prove difficult. In one participant’s words, “the scale [of the epidemic] is too frightening, especially in the short-term view of ‘politicians’ as opposed to ‘statesmen.’” In Uganda, for example, the crisis was ignored until a third country informed the president that one-third of his military staff—so vital to protecting his nascent democracy—were infected with HIV. It was only then that Museveni took decisive steps to address the crisis.

Encourage development agencies to take the “multisectoral” approach

An institutional obstacle to planning girls’ education activities as part of a strategy to mitigate the effects of the HIV/AIDS crisis is that “funding streams are vertical,” that is, each sector advocates for and receives funding (and is accountable for results) for discrete activities. It will be challenging to allocate funds across sectors, to work together, and “to open these streams.” Noting that funding for girls’ education activities in sub-Saharan Africa represents only 2 percent of development assistance to the continent, increasing this commitment will require “an extraordinary amount of advocacy,” said one participant. However, even this low figure is in jeopardy as increasing amounts of funds are diverted to the health sector to combat HIV/AIDS. Thus, proposed one participant, the multisectoral approach developed by USAID is more vital than ever.

Unmarried adolescent females who exchanged sex for money or gifts in 1999–2000



Day 2: Framing an agenda for action

On October 26, a smaller group of fifty invitees from USAID, other donor agencies, and implementing organizations met to analyze the previous day's discussions and begin framing an agenda for responding to the crisis. Participants considered the following questions to generate categories and strategies for action:

- What is being done now to address the issues that have been raised about HIV/AIDS and girls' education, and what further actions are needed?
- What limitations must be converted to opportunities?
- How can we help create an environment that can engender the policies, garner the resources, and mobilize communities to support girls and girls' education and combat HIV/AIDS and its effects?

The responses fell into three general categories of actions that could be encouraged to help countries deal with HIV/AIDS—including those with low incidence—actions at the local level, actions at the country level, and actions that funding and implementing organizations could take (with some specific recommendations for USAID).

Actions at the local level

Items in this category support schools, families, and communities to be better informed and more engaged in addressing HIV/AIDS and its effects.

- Increase the number of community schools, recruit and train local women to become teachers, provide girls' scholarships, and upgrade the infrastructure of existing schools with such items as latrines (or separate latrines for girls) and security fences. Such actions tend not only to improve girls' enrollments but school quality as well. For out-of-school girls, including older girls and those who have dropped out due to pregnancy or other reasons, provide "second-chance" or other nonformal schooling opportunities.
- Ensure that basic education is not just about the traditional subjects of reading, writing, and arithmetic, but that a new subject—a fourth R, so to speak—of responsible behavior and risk reduction be added. Communities, as a result of strengthening their linkages to the schools through parent-teacher associations or village education committees, will mobilize to demand that teachers be trained to teach life skills that address the HIV/AIDS pandemic, including prevention approaches and caring strategies.
- Consider girls' education within the larger context of families, changes in family structure due to increased morbidity and mortality, and the effects of HIV/AIDS on family interaction and behavior. Three approaches in particular appear promising: the "intergenerational" approach that combines early childhood development, basic education, and lifelong adult learning programs; community-based initiatives, including mobilization, education, and fundraising activities; and programs to improve mothers' economic wellbeing.

- Other community-based actions may be taken outside of formal school systems as well; however, they must still be rooted within communities, and communities must be involved—indeed, they must be the starting point—in defining problems and formulating and implementing responses. This process could be enhanced by promoting innovative information, education, and communication plans to help spread awareness of education’s ability to “protect” people from HIV/AIDS. Such messages might include, for example, the ideas that education: increases self-esteem (and the ability to resist pressure to engage in risky behavior); increases the amount and quality of information for sound decisionmaking; improves relations between the sexes; improves the status of teachers—and of female teachers in particular; and makes it easier to mobilize communities for change.

Actions at the national level

Items in this category support governments’ ability to generate dialogue with their populations, initiate actions at local and regional levels, and plan and coordinate national efforts.

- Empower education ministries to make education systems more responsive to the needs created by the pandemic. Ministries should lead the efforts to integrate the addition of the new subject of responsible behavior and risk reduction in all aspects of the educational system—policy, planning, management information systems, research, curriculum development, and preservice and inservice teacher development. These new responsibilities and tasks must be priorities, given the urgent nature of the pandemic.
- Create local and national “alliances” composed of decisionmakers from government (national, regional, and local), business (including industry, commerce, and small business), media, religious, and NGO sectors. These alliances could propose and advocate solutions appropriate to the sociopolitical context, develop consensus on key messages, educate and mobilize communities, and raise funds. Especially in alliance-building activities—but in others as well—the assistance should aim to identify and strengthen the substantial existing human capacity that already exists. This approach, because it requires less intensive management and oversight, may convince more donors and lenders who have shunned small, community-based approaches to join the effort.
- Encourage a “cross-ministerial approach” to defining problems and developing action plans. Possible outcomes of such activity might include the publication of a guidebook that explains policies and programs that have proven effective, or the development of other “operationalizing” tools.

Actions for funding and technical implementation organizations

Items in this category support increased flexibility in the way donors conduct policy dialogue and manage and fund their programming.

- Donors and collaborating agencies should participate in debt-relief negotiations with highly-indebted poor countries, the drafting of sector investment strategies,

or the working group discussions that provide technical input into poverty-reduction strategy papers. They could, for example, negotiate a condition that ties the release of donor or lender funds to a country's increasing the amount or percentage of funding devoted to large-scale girls' education-HIV/AIDS interventions. This approach comes with two caveats. First, education ministries must not be urged to take on administrative or financial burdens that would prevent them from fulfilling their primary obligation to provide educational opportunities. Second, the HIV/AIDS epidemic is not entirely a ministry, donor, or implementing agency problem, and effective solutions will require commitments and actions from every level of society.

- Agencies should help develop a girls' education-HIV/AIDS "agenda" with NGOs for lobbying governments, donors, and lenders. Similarly, they should create a multisectoral task force in the United States composed of members of the health, education, business, and religious sectors, and government officials (from the Departments of Treasury, Labor, Agriculture, and State) to formulate a broad but coordinated plan. Such groups might be charged with encouraging colleagues and counterparts to develop action plans; educating these same groups on the impact of HIV/AIDS on nations' wellbeing; gathering and analyzing evidence to support the idea that girls' education is an effective tool in mitigating the HIV/AIDS crisis; and promoting the idea that girls' educational programs should be linked to or incorporated into HIV/AIDS activities.
- For USAID to better manage and implement its response, the agency's commitment to cross-sectoral and multisectoral approaches must be deepened and broadened. One way to do this would be to develop indicators that cut across the health, education, democracy and governance, economic growth, and agricultural sectors. USAID could also track funding of specific girls' education-HIV/AIDS activities as part of its monitoring and evaluation activities. Finally, the agency could form a group comprising members from the various sectors as well as an intersectoral group to consider approaches to girls' education and HIV/AIDS.
- USAID/Washington should expand cooperation with USAID missions that undertake the cross-sectoral approach, building on successes, when they occur, with targeted funding, technical assistance, and advocacy. For example, USAID/South Africa has allocated health funding to HIV/AIDS-related programs in economic growth and education, and in USAID/Zambia, health and education staff meet regularly to discuss and coordinate activities.

Agenda–Day 1

Girls' Education: A Key Intervention Against HIV/AIDS and Its Effects?

Wednesday, October 25, 2000

11:00 am–2:30 pm

Susie Clay <i>Education Officer, USAID Office of Women in Development</i>	Welcome
Katherine Blakeslee <i>Director, USAID Office of Women in Development</i>	Introduction
Barbara Turner <i>Acting Assistant Administrator, Bureau for Global Programs, Field Support, and Research</i>	Introduction to the Colloquium and USAID's purpose in convening the Colloquium
Hon. Edith Ssempera <i>Ambassador Extraordinary and Plenipotentiary of Uganda to the United States of America</i>	Keynote remarks
Ishrat Husain <i>Senior Technical Advisor on HIV/AIDS USAID Africa Bureau</i>	USAID HIV/AIDS initiatives
Barbara Turner	Moderator
Ray Chesterfield <i>Vice President, Juárez and Associates</i> Kjell Enge <i>Associate Professor of Anthropology Dickinson College</i>	HIV/AIDS: Measuring the impact on girls' education
May Rihani <i>Senior Vice President and Director of Gender and Development, The Academy for Educational Development</i>	HIV/AIDS: Mitigating the effects on girls and girls' education
Alan Whiteside <i>Professor and Director, The Health Economics and HIV/AIDS Research Division (HEARD) The University of Natal, Republic of South Africa</i>	Results of studies; commentary on social and economic dimensions of HIV/AIDS
Barbara Turner	Q&A
Susie Clay	Closing comments

Agenda–Day 2

Girls' Education: A Key Intervention Against HIV/AIDS and Its Effects?

Thursday, October 26, 2000

9:30 am–2:30 pm

Setting an Agenda

Susie Clay

Welcome, introductions

Alan Whiteside

Review of previous day

Small group sessions

- Information sharing on girls' HIV/AIDS status
- Discussion of strategies for girls' education
- Discussion of strategies for community mobilization

Large group session

Proposed next steps:

- New collaborations and future actions

Susie Clay

Closing comments

Bibliography

To request an item, please contact:

SAGE Project

Academy for Educational Development

1825 Connecticut Ave., NW

Washington, DC 20009

fax: 202-884-8408; e-mail: SAGE@aed.org.

"AIDS Toolkits: HIV/AIDS and Welfare." 2000. Durban: Abt Associates and the University of Natal, Health Economics and HIV/AIDS Research Division.

"AIDS Toolkits: HIV/AIDS and Education." 2000. Durban: Abt Associates and the University of Natal, Health Economics and HIV/AIDS Research Division.

Badcock-Walters, Peter. 2000. "AIDS Brief for Sectoral Planners and Managers: Education Sector." Durban: University of Natal, Health Economics and HIV/AIDS Research Division.

Chesterfield, Ray, and Kjell Enge. 2000 (October). "Girls' Education and HIV/AIDS: Measuring the Impact on Girls' Education." Washington, DC: Juárez and Associates.

Coombe, Carol. 2000 (February). "Rethinking some of Our Perceptions about HIV/AIDS and Education." Paper prepared for Southern African Development Community (SADC) Meeting on HIV/AIDS and Education, University of Pretoria, Faculty of Education, 26–28 February 2001. Pretoria: University of Pretoria.

Educating Girls: A Development Imperative. 1999. Conference report. Washington, DC: Academy for Educational Development.

Forum on Girls' Education: Evidence, Issues, Actions. 2000. Proceedings. SAGE project. Washington, DC: Academy for Educational Development.

Gachuhi, Debbie. 1999 (December). "The Impact of HIV/AIDS on Education Systems in the Eastern & Southern Africa Region and the Response of Education Systems to HIV/AIDS: Life Skills Programs." Johannesburg: Unicef/Eastern and Southern Africa Regional Office (ESARO).

Harris, Abigail M. and Jane G. Schubert. 2001 (March). "Defining 'Quality' in the Midst of HIV/AIDS: Ripple Effects in the Classroom." Improving Educational Quality project. Washington, DC: American Institutes for Research.

Kelly, Michael J. 2000. "Planning for Education in the Context of HIV/AIDS." Paris: Unesco/IIEP.

Kelly, M.J. 2000. "Children in Primary School: The Window of Hope or the Window of Concern?" Paper presented at the Workshop on the Impact of HIV/AIDS on Education, Paris, 27–29 September 2000. Paris: Unesco/IIEP.

Kelly, M.J. 2000 (February). "The Encounter between HIV/AIDS and Education." Lusaka: University of Zambia.

Nyblade, Laura, and Mary Lyn Field. 2000 (July). "Women, Communities, and the Prevention of Mother-to-Child Transmission of HIV: Issues and Findings from Community Research in Botswana and Zambia." Report-in-Brief. Washington, DC: International Center for Research on Women.

Rihani, May, Brian Spicer, Francine Agueh, and Howard Williams. 2000 (October). Draft. "Girls' Education: A Key Intervention to Mitigate HIV/AIDS." SAGE project. Washington, DC: Academy for Educational Development.

Shaeffer, Sheldon. 1994. "The Impact of HIV/AIDS on Education: A Review of Literature and Experience." Paris: Unesco/Section for Preventive Education.

Shell, Robert C.H. and Rebecca Zeitlin. 2000 (September). "Positive Outcomes: The Chances of Acquiring HIV/AIDS During the School-Going Years in the Eastern Cape, 1990–2000." Rhodes University (East London) Population Research Unit. Working Paper No. 26. East London: Rhodes University.

Symposium on Girls' Education: Evidence, Issues, Actions. 2000. Proceedings. SAGE project. Washington, DC: Academy for Educational Development. (Also available in Arabic, French, and Spanish.)

UN Economic Commission for Africa. 2000 (October). "HIV/AIDS and Education in Eastern and Southern Africa: The Leadership Challenge and the Way Forward. Synthesis Report." Prepared for the Africa Development Forum. Addis Ababa.

Participants

Erinna Adotevi-Dia
The World Bank
eadotevi@worldbank.org
t 202-473-6636

Francine Agueh
Academy for Educational Development
fagueh@aed.org
t 202-884-8163
f 202-884-8408

Naseem Akhtar
Academy for Educational Development
nakhtar@aed.org
t 202-884-8289
f 202-884-8408

Harold Alderman
The World Bank
halderman@worldbank.org
t 202-473-0372
f 202-477-0174

Marie-Christine Anastasi
Plan International/Childreach
anastasm@childreach.org
t 703-807-0190
f 703-807-0627

Jennifer Augustine
Advocates for Youth
Jennifer@advocatesforyouth.org
t 202-347-5700
f 202-347-2263

Sala Ba
Academy for Educational Development
sba@aed.org
t 202-884-8198
f 202-884-8408

Madeline Baggett
U.S. Department of Education
Madeline_Baggett@ed.gov
t 202-260-2502

Jane Benbow
CARE
benbow@care.org
t 404-681-2552 x154
f 404-577-6662

Belinda Bernard
WIDTech Project
belinda_bernard@dai.com
t 301-215-7019

Katherine Blakeslee
USAID, Global Bureau
kblakeslee@usaid.gov
t 202-712-0570
f 202-216-3173

Kimberly Bolyard
USAID, Global Bureau
KBolyard@usaid.gov
t 202-712-5415

Kristin Brady
Academy for Educational Development
kbrady@aed.org
t 202-884-8976

Jeanne Brown
Academy for Educational Development
jebrown@basics.org
t 703-312-6800
f 703-312-6900

Tracy Brunette
USAID, Africa Bureau
tbrunette@afr-sd.org
t 202-219-0473

Lorie Brush
American Institutes for Research
lbrush@air.org
t 202-298-2974
f 703-516-6779

Don Bundy
The World Bank
t 202-477-1234

Patricia Carey
Institute of International Education
lcasey@pathfind.org
t 202-326-7715

Linda Casey
Pathfinder International
LCasey@pathfind.org
t 617-924-7200

Constance Castrence
Creative Associates International, Inc.
constancec@caii-dc.com
t 202-966-5804

Cynthia Chassy
USAID, Latin America Bureau
CChassy@usaid.gov
t 202-712-5098
f 202-216-3002

Seema Chauhan
USAID, Global Bureau
sechauhan@usaid.gov
t 202-712-4841

Baoyan Cheng
University of Maryland
cby@wam.umd.edu

Ray Chesterfield
Juárez & Associates
rchesterfield@juarezassociates.com
t 202-331-7825
f 202-331-7830

A. Lawrence Chickering
Educate Girls Globally
alc@educategirls.org
t 415-561-2260
f 415-561-6101

Susie Clay
USAID, Global Bureau
sclay@usaid.gov
t 202-712-0954
f 202-216-3173

Patrick Collins
U.S. Peace Corps
pcollins@peacecorps.gov
t 202-692-2614

Shanti Conly
USAID, Global Bureau
sconly@usaid.gov
t 202-712-0892

Erin Connor
Advocates for Youth
t 202-347-5700
f 202-347-2263

Larry Cooley
Management Systems International
lcooley@msi-inc.com
t 202-484-7170
f 202-488-0754

Jenkins Cooper
The Mitchell Group
t 202-745-1919
f 202-234-1697

Phyllis Craun-Selka
PACT
pcraunselka@pacthq.org
t 202-466-5666
f 202-466-5669

Peggy Curlin
CEDPA
pcurlin@cedpa.org
t 202-667-1142
f 202-332-4496

Jean Davison
IDE Associates
jdavison@erols.com
t 703-538-4786
f 703-533-1788

Codou Diaw
University of Maryland
CDiaw@aol.com

Anjimile Doka
The World Bank
adoka@worldbank.org
t 202-473-8005
f 202-522-3233

Jack Downey
Academy for Educational Development
jdowney@aed.org
t 202-884-8049

Lesley Drake
The World Bank
lesley.drake@ceid.ox.ac.uk

Sasha Drobnick
American Association of University
Women
drobnica@aauw.org
t 202-728-7608
f 202-463-7169

Sambe Duale
Academy for Educational Development
sduale@aed.org
t 202-884-8809
f 202-884-8447

Stephanie Eglinton
World Learning
stephanie.eglington@worldlearning.org
t 202-408-5420

Cristina Elias
American Institutes for Research
t 703-527-5546

Kjell Enge
Dickinson College
enge@dickinson.edu
t 717-245-1902
f 717-245-1479

John Engels
Academy for Educational Development
jengels@aed.org
t 202-884-8276
f 202-884-8408

Joanne Epp
The World Bank
jepp@worldbank.org
t 202-473-1083

Marina Fanning
Management Systems International
mfanning@msi-inc.com
t 202-484-7170
f 202-488-0754

Homayoon Farzadegan
Johns Hopkins School of Public Health
hfarzade@jhsph.edu
t 410-955-3786

Charlie Feezel
USAID, Global Bureau
CFeezel@usaid.gov
t 202-712-1853

Vicki Ferguson
Africa Policy Information Center
vlf@africapolicy.org
t 202-546-7961
f 202-546-1545

Karen Frederickson
U.S. House of Representatives
karen.frederickson@mail.house.gov
t 202-225-2611
f 202-226-0917

Chuck Gahun
Association of American Colleges and
Universities
gahun@aacu.nw.dc.us
t 202-884-0806

Jill Gay
Consultant, IGWG
Jillgay@aol.com
t 301-891-8055

Belkis Georgis
Advance Africa Project
bgiorgis@advanceafrica.org
t 703-248-6575, x640
f 703-524-7898

Laelia Gilborn
Population Council
lgilborn@pcdc.org
t 202-237-9400
f 202-237-8410

Amaya Gillespie
UNICEF
agillespie@unicef.org

Myron Golden
The Mitchell Group
goldenm@erols.com
t 202-745-1919
f 202-234-1697

Don Graybill
Creative Associates International, Inc.
Don@caii-dc.com
t 202-966-5804
f 202-363-4771

Ed Graybill
USAID, Latin America Bureau
egraybill@usaid.gov
t 202-712-1527

Cristina Gual
Towson University
crisibel@email.msn.com

Clarence Hall
Africare
CHall@africare.org
t 202-462-3614

Julie Hanson Swanson
CEDPA
jhswanson@cedpa.org
t 202-667-1142
f 202-332-4496

Aster Haregot
UNICEF
aharegot@unicef.org

Bill Harwood
Creative Associates International, Inc.
billh@caii-dc.com
t 202-966-5804

John Hatch
USAID, Global Bureau
jhatch@usaid.gov
t 202-712-0147
f 202-216-3229

Barbara Herz
Independent consultant
cherzbherz@aol.com

Cory Heyman
American Institutes for Research
cheyman@air.org
t 703-527-5546

Alyce P. Hill
Africa-America Institute
t 202-667-5636

Sandra Huffman
Academy for Educational Development
Slhuffman@aol.com
t 301-986-1046
f 301-986-1364

Ishrat Husain
USAID, Africa Bureau
ihusain@afr-sd.org
t 202-219-0477

Kayla Jackson
Advocates for Youth
t 202-347-5700
f 202-347-2263

Beverly Jones
Academy for Educational Development
bjones@aed.org
t 202-884-8309
f 202-884-8408

Leesa Kaplan Nunes
U.S. Peace Corps
LKaplan@PeaceCorps.gov
t 202-692-2614

Mona Khan
Aga Khan Foundation
71075.1561@compuserve.com
t 202-293-2537
f 202-785-1752

Steven Klees
University of Maryland
sklees@wam.umd.edu
t 301-405-2212
f 301-405-3573

Sue Klein
U.S. Department of Education
sue_klein@ed.gov
t 202-219-2038
f 202-219-1407

Mary Knox
USAID, Global Bureau
mknox@usaid.gov
t 202-712-0978

Nora Kruk
Academy for Educational Development
nkruk@aed.org
t 202-884-8201
f 202-884-8408

Lans Kumala
The Mitchell Group
t 202-745-1919

Kahlil Kuykendall
National Council of Negro Women
kahlil633@aol.com
t 202-383-9154

Michael Landry
Africa Policy Information Center
t 202-546-7961
f 202-546-1545

Bessie Lee
USAID, Global Bureau
blee@usaid.gov
t 202-712-4822

Ken Lee
USAID, Global Bureau
klee@usaid.gov
t 202-712-5158

Serena Leland
Academy for Educational Development
sleland@rrs.cdie.org
t 202-661-5835
f 202-661-5891

Jo Lesser
USAID, Global Bureau
jlesser@devtechsys.com
t 202-223-4403
f 202-223-4401

Eva Lithman
Inter-American Development Bank
eval@iadb.org
t 202-623-1295

Marlaine Lockheed
The World Bank
mlockheed@worldbank.org
t 202-473-3443
f 202-477-8642

Sarah Luche Durso
The Mitchell Group
sluche@erols.com
t 202-745-1919
f 202-234-1697

Ron MacInnis
Global Health Council
rmacinnis@globalhealth.org
t 202-833-5900

Buff Mackenzie
USAID, Global Bureau
bmackenzie@usaid.gov
t 202-712-1552

Mary Maguire
Academy for Educational Development
mmaguire@aed.org
t 202-884-863

Aminata Maiga-Toure
The World Bank
amaiga@worldbank.org
t 202-458-2854

Frank Manfredi
Plan International/Childreach
manfredf@childreach.org
t 703-807-0190, x229
f 703-807-0627

Laura Maring
National Institutes for Health
mmaring@nih.gov

Akanksha Marphatia
WIDTECH Project
Akanksha_Marphatia@dai.com
t 202-332-2853
f 202-332-8257

Ann McCaully
Population Council
t 202-237-9400
f 202-237-8410

Jill McFarren
Save the Children
jmcfares@dc.savechildren.org
t 202-293-4170

Muzit Mesfun
DevTech Systems, Inc.
mmesfun@devtechsys.com
t 202-223-4404
f 202-223-4401

Frank Method
UNESCO
unescol@cais.com
t 202-454-2182
f 202-331-9121

Yolande Miller-Grandvaux
Academy for Educational Development
ymiller@aed.org

Louis Mitchell
PACT
LsMitc@aol.com
t 202-466-5666
f 202-466-5669

Talaat Moreau
Consultant, USAID, Africa Bureau
tmoreau@air.org
t 202-298-2954

Robert J. Morin
Consultant
rjmj@erols.com
t 603-934-6281

Stephen Moseley
Academy for Educational Development
smoseley@aed.org
t 202-884-8102
f 202-884-8430

Cecilia Moya
Advocates for Youth
cecilia@advocatesforyouth.org
t 202-347-5700
f 202-347-2263

Eileen Muirragui
Department of Labor
muirragui_eileen@dol.gov
t 202-208-4843, x101

Joshua Muskin
World Learning
joshua.muskin@worldlearning.org
t 202-408-5420
f 202-408-5397

Kitenge N'Gambwa
U.S. Peace Corps
kngambwa@peacecorps.gov
t 202-692-2659

Kenrad Nelson
Johns Hopkins School of Public Health

Margaret Neuse
USAID, Global Bureau
mneuse@usaid.gov
t 202-712-0540

Linda Padgett
USAID, Global Bureau
lpadgett@usaid.gov
t 202-712-4161
f 202-216-3229

Scott Painter
Advocates for Youth
t 202-347-5700
f 202-347-2263

Mary Partlow
Global Health Council
mpartlow@globalhealth.org
t 202-833-5900

Cynthia Prather
Creative Associates International, Inc.
cynthia@caii-dc.com
t 202-966-5804
f 202-363-4771

Diane Prouty
American Institutes for Research
dprouty@air.org
t 703-527-5546
f 703-477-0954

Barbara Reese
Consultant
reeseb@erols.com
t 301-951-4328

Ken Rhodes
Academy for Educational Development
krhodes@aed.org
t 202-884-8293
f 202-884-8408

Charles Richter
Inter-American Development Bank
t 202-623-1000

Ghada Rihani
eStart
grihani@startec.net

May Rihani
Academy for Educational Development
mrihani@aed.org
t 202-884-8292
f 202-884-8408

Janet Robb
Creative Associates International, Inc.
janet@caii-dc.com
t 202-966-5804

Roxana Rogers
USAID, Africa Bureau
rrogers@afr-sd.org
t 202-219-0485
f 202-219-0507

Karen Roll
Development Associates
kroll@devassoc.com
t 703-276-0677

Andrea Rugh
Consultant
abrugh@aol.com
t 301-929-5141
f 301-929-5141

Justine Sass
Population Reference Bureau
jsass@prb.org
t 202-939-5459

Cathy Savino
Displaced Children and Orphans Fund
cathy@dcofwvf.org
t 202-789-1500
f 202-789-1601

Ken Schofield
USAID, Policy Bureau
kschofield@usaid.gov
t 202-712-5820

Wendi Schweingruber
University of Maryland
ndahafa@yahoo.com

Tara Shariff
Creative Associates International, Inc.
t 202-966-5804

Courtenay Singer
USAID, Global Bureau
csinger@usaid.gov
t 202-712-4982

Jane Smith
National Council of Negro Women, Inc.
t 202-737-0120
f 202-737-0476

Jennifer Smith Nazaire
Catholic Relief Services
jnazaire@catholicrelief.org
t 410-625-2220, x3430
f 410-234-3189

Poonam Smith-Sreen
World Wildlife Fund
poonam.smith-sreen@wwfus.org
t 202-822-3473

Beatrice Spadacini
Plan International/Childreach
spadacib@childreach.org
t 703-807-0190
f 703-807-0627

Barbara St. Amand
National Association of Partners in
Education
t 703-836-4880
f 703-836-6941

Bradford Strickland
USAID, Africa Bureau
bstrickland@afr-sd.org
t 202-219-0482
f 202-219-0507

Linda Sussman
USAID, Global Bureau
lsussman@usaid.gov
t 202-712-5942

John Swallow
USAID, Global Bureau
jswallow@usaid.gov
t 202-712-1559

Mercy Tembon
The World Bank
mtembon@worldbank.org
t 202-473-5524
f 202-473-8216

Elizabeth Thomas
Academy for Educational Development
elthomas@aed.org
t 202-884-8783

Megan Thomas
USAID, Africa Bureau
mthomas@afr-sd.org
t 202-219-0469

Jumionne Tiako
Academy for Educational Development
jtiako@aed.org
t 202-884-8277
f 202-884-8408

Karen Tietjen
Consultant
t 703-836-3980

Sarah Tisch
Winrock International
stisch@winrock.org
t 703-525-9430
f 703-525-1744

Vlassia Vassikeri
Delegation of the European Commis-
sion to the United States
vlassia.vassikeri@cec.eu.int
t 202-862-3547
f 202-429-1766

Bob Walters
Development Alternatives, Inc.
t 301-718-8699

Elizabeth Warfield
Consultant
jaharding@aol.com
t 301-283-4458
f 301-283-0396

B.J. Warren
Management Systems International
rwarren@msi-inc.com
t 202-484-7170
f 202-488-0754

Sherry Ways
USAID, Africa Bureau
sways@usaid.gov
t 202-712-5365

Alan Whiteside
University of Natal
Whitesid@nu.ac.za
t 27-31-260-2592
f 27-31-260-2587

Howard Williams
Academy for Educational Development
hwilliam@aed.org
t 813-974-0046
f 813-974-5132

Jim Williams
George Washington University
jameshowar@aol.com
t 202-994-0831

Jan Williams-Madison
U.S. Department of Education

Carolyn Winter
The World Bank
cwinter@worldbank.org
t 202-473-1281
f 202-522-3233

Joy Wolf
GroundWork
jwolf@groundworkers.org
t 202-429-2070
f 202-429-9574

Joan Woods
USAID, Africa Bureau
t 202-219-0481

33



U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)



REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: Colloquium on HIV/AIDS and Girls' Education - Proceedings	
Author(s):	
Corporate Source: The Academy for Educational Development and United States Agency for International Development	Publication Date: November 2000

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

The sample sticker shown below will be affixed to all Level 2A documents

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Level 1

Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic and paper copy).

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

Level 2A

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Level 2B

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Signature: <i>M. Rihani</i>	Printed Name/Position/Title: May Rihani Senior Vice President
Organization/Address: The Academy for Educational Development 1825 Connecticut Ave., NW Washington, DC 20009-5721	Telephone: 202-884-8292 FAX: 202-884-8408 E-Mail Address: mrihani@aed.org 1-23-2002

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:

Address:

Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:

U.S. Agency for International Development

Address:

1300 Pennsylvania Ave., NW Washington, DC 20523-3801

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
4483-A Forbes Boulevard
Lanham, Maryland 20706

Telephone: 301-552-4200
Toll Free: 800-799-3742
FAX: 301-552-4700
e-mail: ericfac@inet.ed.gov
WWW: <http://ericfacility.org>

EFF-088 (Rev. 2/2001)